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ABSTRACT

This report presents the feelings, ideas, and recommendations of 349 individuals in Illinois who attended Circle of Helping meetings, seven regional meetings held in early 1990 to create momentum for intergenerational program development, to increase awareness of the benefits of intergenerational programs, and to emphasize the interdependence of generations. A summary of the meetings focuses on such issues as generational conflict and harmony, aging education, getting started, intergenerational communication, and public relations. A section on strategies for the future considers the possibility of schools in the future including older adults as an integral part of all educational levels. A total of 13 recommendations are made in the areas discussed in the summary section. One important aspect of the Circle of Helping meetings was to highlight model intergenerational programs already in operation; a section on intergenerational service-learning model programs briefly describes such programs in the areas of national intergenerational programs, day care, nursing home visiting, career days, adopt-a-grandparent/child, reading and literacy, tutoring, students serving seniors, latchkey programs, pen pals, mentoring, library programs, special events, guest lectures, oral history/interviewing/storytelling, patient simulation, social clubs and camps, drug abuse prevention, pregnancy prevention, advocacy, delinquency prevention, the arts, and health. Education model programs for the aged are also described. Relevant materials are appended. (NB)

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Intergenerational Service-Learning:

Strategies for the Future

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Intergenerational Service-Learning:

Strategies for the Future

written by Jane Angelis, Ph.D.
Southern Illinois University at Carbondale

sponsored by The Illinois Board of Higher Education
The Retirement Research Foundation
American Association of Retired Persons
Southern Illinois University at Carbondale

Intergenerational Service-Learning: Strategies for the Future summarizes the seven "Circle of Helping" meetings facilitated by the Illinois Intergenerational Initiative. *Intergenerational Service-Learning* suggests a future based on a tradition of younger and older generations serving and learning together.

THE WHITE HOUSE

February 16, 1990

Dear Friends,

It is my pleasure to send greetings to all attending "A Circle of Helping" regional intergenerational meetings. How wonderful to learn of groups that realize the importance of building "helping relationships" between the generations and then work to mobilize communities in behalf of those in need.

Our fundamental well-being as a nation absolutely depends on our willingness to care for and about one another. That is what George Bush means when he talks about building a "kinder, gentler nation," and that is what "A Circle of Helping" exemplifies.

I salute the very special contributions of the Illinois Board of Higher Education, the Retirement Research Foundation, the American Association of Retired Persons, and Southern Illinois University at Carbondale. I hope that your meetings are both stimulating and enriching.

Warmly,

Barbara Bush

You are wonderful!

Dedication

This report is dedicated to:

The unsung pioneers of intergenerational program development who have quietly and effectively brought generations together.

Students and older adults who see the world as something they can improve by helping others.

Robert Maxwell, the newly elected president of AARP for his commitment to intergenerational service-learning.

Josephine Oblinger, Director of the Governor's Office of Senior Involvement, and Janet Otwell, Director of the Illinois Department on Aging, who have used the visibility of their offices and personal commitment to further intergenerational efforts in Illinois.

Organizations and leaders who send waves of empowerment to the grassroots by endorsing intergenerational efforts.

Nursing-home residents and homebound elders who share their talents and experiences with their peers and other generations.

Preschool and elementary school children who eagerly bring frail elders a ray of sunshine with their skills, smiles, and joy of being near.

September 1990

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The Higher Education Cooperation Act Coalition (Appendix A).

The regional coordinators: Robert Hawkins, Kathy Cook, Deborah Walton, Barbara Wallace, Kenneth Ferarro, Joyce Crouse, Michele Howard-Vital, Clinton Bristol, and Frank Sorenson.

State and national leaders who provided letters of support for the Circle of Helping meetings (Appendix B).

The Illinois Board of Higher Education, The Retirement Research Foundation, Southern Illiniois University at Carbondale, the host institutions, and local cosponsors (Appendix C).

Bonnie Marx for the design and format

Most important, the participants of the Circle of Helping meetings for their commitments to intergenerational service and learning (Appendix D).

Additional copies of *Intergenerational Service-Learning* are available. Contact Jane Angelis, Director, Illinois Intergenerational Initiative, Office of the President for Development, Anthony Hall 218, Carbondale, IL 62901, 618-536-7771.

Intergenerational Service-Learning

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Intergenerational Service-Learning

A retired secretary assists with a high-school business class. When she suffers a stroke the students visit, encourage, and help her through rehabilitation—**Intergenerational Service-Learning.**

Members of a fraternity help senior citizens relocate to their new facility. The following semester senior citizens mentor freshman students who are overwhelmed by the university experience—**Intergenerational Service-Learning.**

An older couple visits a preschool to read and tell stories to the children. Three years later when one of them loses sight, the students take turns reading to them--proudly demonstrating their new skills—**Intergenerational Service-Learning.**

Retirees visit a Youth Center to tutor delinquent boys. Youths shovel snow for older residents—**Intergenerational Service-Learning.**

I. Introduction

"The needs of children and education are almost unfathomable. The needs of the older population are increasingly complex."

In rural communities, inner city neighborhoods, suburbs, and cities, old and young gather to share their talents and experiences. Older adults tutor, mentor, provide child care, guest lectures, and other events in the classroom, and students provide chore services, assist caregivers, visit nursing homes and homebound elders. Unfortunately there are too few programs in comparison to the need and available resources. The needs of children and education are almost unfathomable. The needs of the older population are increasingly complex. And yet we have not adequately tapped the rich resources of youth and older Americans that could address these needs. This report recognizes the needs and problems of youth and elders in Illinois and how generations are working together to provide solutions.

During the first four months of 1990, seven regional meetings were held in Illinois to create momentum for intergenerational program development, to increase awareness of the benefits of intergenerational programs, and to emphasize the interdependence of generations. Each meeting highlighted information on successful local intergenerational programs.

The meetings were sponsored by the Illinois Board of Higher Education through a Higher Education Cooperation Act grant, the Retirement Research Foundation, the American Association of

Retired Persons (AARP), Southern Illinois University at Carbondale, the seven host institutions, and local sponsors to highlight programs and activities that demonstrate helping relationships between generations, especially young and old. The meetings examined the ways that intergenerational programs address the organizational priorities of education, health and human services and recognized the potential for students and retirees to serve and learn together.

Each meeting was hosted by a university and planned by local educators, students, older adults, service providers, and organizations interested in bringing generations together. Each conference had its own planning committee, but in each instance these committees included community colleges, educational service centers, teachers, student groups, children's organizations, health organizations, school boards, volunteer organizations, and aging organizations, such as area agencies on aging, Retired Senior Volunteer Programs (RSVP), Foster Grandparents, and AARP. Model programs described successful ventures into intergenerational day care, nursing home learning centers for elementary students, pen pal programs, grocery shopping for the homebound, latchkey programs, friendly visiting, and a variety of other programs.

People met, shared ideas, became aware of intergenerational activities in their regions and discovered resources for future use. Those attending the meetings were a diverse group of educators, senior citizens, caregivers, administrators, advocates, and board members. This report reflects the feelings, ideas and recommendations of 349 Illinoisans regarding intergenerational programs.

Circle of Helping Schedule

The 1990 meetings were held at:

Southern Illinois University at Edwardsville	February 26
Southern Illinois University at Carbondale	March 3
Illinois State University	March 28
Northern Illinois University	April 6
Eastern Illinois University	April 17
Chicago State University	April 20
Western Illinois University	April 21

II. Summary of Meetings

With a diverse group of educators, service providers, older adults, and students attending the meetings, it became apparent that intergenerational programs go beyond education and that some of the most critical problems of education, such as drug abuse, poverty, depression, and low self-esteem are the same problems being addressed by other state agencies. Networking among the participants provided many rich discussions on ways that people are working together and can meet future challenges.

Each of the meetings was unique, but common themes seemed to run through them including generational conflict and harmony, aging education, intergenerational communication, getting started, and public relations. However, the discussions always led back to model programs that illustrated these topics and brought humor into meetings. Older volunteers, teachers, and students told funny anecdotes about themselves and their experiences that gave the model programs great allure.

Intergenerational relations was one of the most common themes; that is, whether the presence of conflict between generations was really an issue. The notion of intergenerational relations often led to the most common topic discussed—understanding and communication between generations. Clearly a gap in knowledge about other stages in the life cycle exists. Myths and stereotypes about young and about old were clearly issues that need to be addressed. Learning about aging ideally begins in childhood, according to several presenters, and continues throughout the life cycle.

Great interest was expressed in how to plan and get intergenerational programs started. Once programs are started, how is continuity assured? Thus, public relations is considered a very important part of intergenerational program organization but one that is often ignored.

A. Generational Conflict and Harmony

A beginning point for many meetings was confronting the debate between generational conflict and generational harmony. Most of the debate so far has centered on questions relating to federal policy, such as whether the reduction of poverty among older adults means that they have "had enough" and that more resources should be directed to children, whether social security will "be there" when young workers need it, and whether older persons are "eating up" too much of the nation's health resources. Mary Stamsted, the keynote speaker at the Northern Illinois University meeting, described the "inflammatory articles that have appeared in many national magazines proclaiming and characterizing older retired persons as greedy geezers, robbing their children of their inheritance." We must ask ourselves, how we can meet the challenge of an aging society without trading off the needs of one age group for another.

Jan Costello, Illinois State University keynoter, described a publication of the Illinois Department on Aging, *Uniting the Generations*. In 1987, eleven forums were held in Illinois to assess the perceptions of young and old. The results demonstrated that old and young are comparable in their support for Social Security, education, health legislation, and programs for women and children. However Costello cautioned, "In the decade ahead, while we may see a blurring of the hard-line discussion pitting one generation against the next, the attempt to move to a framework of interdependence across the age spectrum will not be easy to promote."

The key issue in generational harmony is that young and old understand one another and appreciate the problems both face. As Michael Murphy noted in the Chicago State University meeting: "Old and young have much in common: they are introspective about their place in life; they are responding to great physical changes in their bodies; they have concerns about employment; and if they talk about getting married, their families object." The element of intergenerational understanding was one of the most mentioned benefits of intergenerational programming. High-school student Vernica Latrice Dees of Chicago echoed that thought: "Intergenerational programs give students an understanding of older people." "When all is said and done, barriers are down, old and young just enjoy being together," said Clatra Ophelia Celestin, Chicago AARP, "but we need to bring about better relations between the ages."

Though the notion of generational conflict seems to be a popular discussion topic among keynoters, it was considered a non-issue among the participants. People are concerned about how we gain access to other generations and break through the barriers to bring communities and neighborhoods together.

B. Aging Education

A key to better understanding between generations is knowledge about one another and contact. How do we stimulate aging education, child development instruction, and contact between generations? Senator Richard Newhouse, in the Chicago State University meeting, observed: "It is a tragedy that the linkage with older people has been broken." This theme, the need for aging education—learning about aging and young people—was woven throughout the meetings.

Preschool

According to Helene Block of Oakton Community College: "Too often preschool children pick up myths and stereotypes about aging from their families, the media, and even in school. Since teachers are a potent force in the lives of young children, they can help eradicate these myths by including life-cycle activities in their day-to-day programs. The process of aging can be taught by extending the existing curriculum backward and forward through the life cycle."

Cheryl Walton, Rainbow's End in Carbondale, believes aging education begins at a very young age. For example, she uses the book, *Wilfrid Gordon McDonald Partridge* by Mem Fox with her 3- and 4-year-olds to encourage discussion about the life cycle and how children can help elders recall vivid stories from their youth.

Elementary

In the Chicago State meeting, Ann Gale of the Chicago Department on Aging and Disabilities addressed the learning styles of young and old. "Young people are not looking back—they are looking ahead. But when they enjoy history they begin to see the meaning in aging. "A curriculum on aging for elementary school children needs to provide information about the aging process and to offer experiences with older people. Fifteen to 20 years from now, these experiences will help the children, who have become adults, relate effectively to older persons. The intergenerational contact now will also assist students with their own continuous aging. Children in the primary grades today will enjoy an unprecedented longevity stretching for 80 or more years. So it is essential for them to develop positive attitudes toward older people, toward aging, and toward planning for their long lives."

Secondary

Fran Pratt, Center for Understanding Aging, describes aging education in high school: "Many of the same concepts introduced in preschool and elementary classes are important to high school students. The definitions, vocabulary, and basic physiological and mental aspects of aging should be understood by the time a student graduates from high school. Secondary students can study the aging process with more depth, and it can be included during regularly scheduled classes in language arts, mathematics, social studies, and science classes." Any curriculum on aging must include contact with older

adults. "You cannot teach botany without plants, you cannot teach aging without older persons." Contact with older adults may occur in many ways; for example, Southern Illinois University students have contact with retirees during a monthly blood drive. They see the older persons organizing, actively involved, and the image is positive.

Postsecondary

Goals for aging education at the postsecondary level resemble those of elementary and secondary education. The differences are in the ability of the student to assimilate these concepts and the wide range of disciplines that can incorporate aging concepts. Aging education can be accomplished by bringing aging information into the sciences and the arts, facilitating interaction with older adults, tapping their expertise, observing the works of older adults in their later years in comparison to their younger years, and recognizing the impact of aging on one's discipline. Gerontology programs offer students a more comprehensive view of aging.

Child Development

Many of the participants also emphasized the importance of older adults learning about younger generations. We make the assumption that older persons understand youth because they have been there, but that is not necessarily true. Childhood and adolescence are filled with problems and challenges that didn't exist 50 years ago. Children have experienced the influence of television, single parent families, and technological advances that have profoundly influenced their lives and behavior.

Aging Education can be accomplished by:

1. Introducing aging information across disciplines.
2. Facilitating interaction with older adults.
3. Tapping older adults' expertise.
4. Observing the works of older adults in their later years in comparison to their younger years.
5. Recognizing the impact of aging on one's academic discipline.

C. Getting Started

"Listen, inform, and ask" are the three words describing the advice of experts when developing intergenerational programs. "Listen," as Carol Tice recommended in the Carbondale meeting. "Often administrators' perceptions of needs, and the students', older adults', and teachers' perceptions of needs may not match." Tice's program began as she rode the bus with the students "to listen to young people tell me directly what they need." Listening provides information, but awareness about intergenerational programs, how they begin, and encouragement to start are lacking throughout the state. Those interested in program development are not sure how to get started or how to link with older adults. One of the most common concerns about getting started was expressed by Mary Ann Johnson, Governor's Office of Senior Involvement, Springfield, as "the lack of information." Loanna Williams observed, "If there were more literature and awareness of this program, I feel there would be more participation." Art Erb, O'Fallon, said, "People in general have difficulty grasping the concept of an intergenerational approach and visualizing programs and services." According to teacher Brenda Stewart of Benton, "The greatest barrier to the development of intergenerational programs is lack of information." Once people have information about programs, the actual key to getting started is just asking. Many participants reported that their initial involvement came because someone called or talked to them informally about getting involved. Others spoke about wanting to be involved, but they didn't know how to obtain access and no one asked. A volunteer in Charleston commented, "Once a few get started, others want to get involved." Listening, informing, and asking are the critical factors, but other strategies come to play.

"The greatest barrier to the development of intergenerational programs is lack of information."

Strategies for developing programs was consistently a popular topic and one that seemed to dominate informal discussion sessions. By becoming involved in an intergenerational program, participants felt that they could make a difference. Joyce Crouse dramatized the importance of everyone's contribution in the Eastern Illinois University meeting, "Each of you has the potential for impact on the world, little things that we start here can have a ripple effect. A small pebble creates a tiny ripple that grows to a large wave."

An intergenerational program can be developed with simple contact as one person acknowledges the need of another and offers to help. Such was the case with Representative Jerry Costello, the keynote speaker for the Edwardsville meeting. "When I was 19 years old I volunteered to transport a 72-year-old woman to

class at a local community college." During the next three semesters, as the woman completed her associate degree, she and Costello became good friends. Representative Costello insists that he received more from the relationship than she, saying, "I learned so much from this woman." Jaci Daniels, assistant principal at Gavin Elementary School, described their experience getting started, "We wanted to bridge the gap between our children and seniors. They have so much to share." The administration sent a letter to each teacher asking how older adults could help in the classroom. More than half the teachers responded enthusiastically. The school linked with a neighborhood elder church group and the program started on a small scale.

Dr. Frances Holliday, Chicago Public Schools, recommends, "When getting started, remember that older persons have a lifetime of experiences, stories, and humor to share. Exploring the past, if they are willing, is a good starting point for determining the unique talents of older persons and a way of captivating students." Older adults, on the other hand, are not sure how to access volunteer opportunities. For example, a retiree at the Chicago State meeting asked, "How does one get involved?" Carole Aston from AARP responded, "Call your local school, your senior citizens center, or AARP, or ask your friends if they are involved in a volunteer program."

Getting started may mean different things to different people. For example, the meeting at Eastern Illinois University emphasized the perspective of the superintendent, principal, teacher, volunteer, and student. A long-time advocate for volunteer programs, Superintendent Rosemary Shepherd offered some suggestions for dealing with liability.

Dealing with Liability

1. Gain the approval of your board.
2. Create an awareness of the program for parents and teachers.
3. Give recruits information about the program and provide orientation to the building.
4. Acquaint volunteers with district policies.
5. Orient students about volunteer roles.
6. Make sure that there is a clause in your liability policy regarding volunteers.
7. Make sure that each volunteer understands that the position is not that of teacher.

Getting started can also be an event at school, such as Grandparents' Day, a luncheon, or a school activity that includes older community residents, although some participants had reservations about one-time events. How do you turn a one-time event, such as Grandparents Day, a dance, or a luncheon, into an ongoing program? Mary Stamsted, at the Northern Illinois University meeting, cautioned people in their planning: "Although many of these projects are extremely worthwhile and valuable, in some cases short-term projects could be considered to do more harm than good. Child day-care centers or other common programs designed to visit a nursing home annually can say they are involved in intergenerational programming. However, as a result of these brief encounters often children come away with a negative attitude of what 'aging' and old people are like, and it may be a pleasant but largely superficial experience for the nursing-home residents. It may raise their expectations and add to disappointment where there is not follow-up of an ongoing nature."

Ask administrators to endorse intergenerational efforts.

A general consensus was that there is a lack of definition and understanding of intergenerational programs. Even many of those who attended the meetings were unaware of the nature of intergenerational programs and the variety of organizations and individuals who could benefit from them or contribute to their success. Inertia and apathy were often mentioned as reasons for the lack of programs, but others suggested that there was a lack of knowledge of the process for actually putting a program together. One of the other aspects of intergenerational programming that was stressed was the fear of the unknown, not only by lay people but by administrators. This fear was voiced by one respondent as "ignorance" of the concepts of intergenerational programming and aging.

Listen, inform and ask. These are the starting points for beginning an intergenerational program. *Listen* to older adults and students for clues about their interests. Listen to youth and elders for information about their needs. *Inform* school personnel and service providers about the benefits of intergenerational programs and how such programs can address their organizational priorities. Last, just ask. *Ask* older adults to help with the problems of education. Ask students to contribute their talents to help their peers and elders. Ask administrators to endorse intergenerational efforts.

D. Intergenerational Communication

The implications of aging education are readily seen when old and young make contact and begin to communicate. Though the dialogue often flows well, sometimes barriers present themselves due to age segregation and lack of contact with older adults, lack of understanding of the other's perceptions and frame of reference, sensory changes with aging, behavioral scripts, and stereotypical semantics. Albert, a student from Quincy, spoke at the Western Illinois meeting about his experiences visiting a nursing home, "At first I didn't know what to say or do and felt very uncomfortable. Gradually we discovered things that we were both interested in, and now I look forward to the visits."

Karen Young from Cicero referred to communication as the basis of continuity. "We need to preserve and promote communication and knowledge between generations." The greatest barriers to intergenerational programs is "the lack of communication," said Carl A. Dollinger, a retiree from DeKalb. Many who participated in the Circle of Helping meetings felt that intergenerational relations depended on effective communication between generations. Understanding the "place in the life cycle" is a part of that communication. Generations, particularly old and young, need to understand one anothers' interests, problems, concerns; they need to grasp the ways they approach problem solving; and most important, they need to know what talents and resources they can provide one another. Velma A. Coll of Eureka echoed the comment of many when she said that she attended the Illinois State University meeting "to learn how to have better communication between generations." Participants were keenly interested in improving the way they communicate with other generations and in learning how to foster better communications in general. This happens through frequent intergenerational contact and the ability to understand. A service provider commented on the importance of children feeling comfortable in nursing homes. "They need to understand how to communicate with frail elders and what they need." Once old and young make contact, communication tends to improve with each meeting.

The young, the old, and the middle generation also need to understand how each reacts to the other. Often we have "scripts" that we follow unconsciously when interacting with other generations. Myths and stereotypes frequently fuel this behavior, misrepresenting the messages we are trying to communicate. For example, how often do individuals visit nursing homes and speak quite loudly before they know if the person is deaf? How often do younger people dwell on an older persons' health as the first topic of conversation rather than on their activities and involvement? Scripts are common with all communication, but they can make communication between generations even more difficult.

E. Public Relations

People get involved when they see what a program can be. Once a few get started others will follow. The last and perhaps the most important component involved in an ongoing intergenerational program is public relations. Media coverage is important to all aspects of creating and maintaining an intergenerational program. For example, early in the program when the innovator is recruiting, the media assists by announcing opportunities or printing articles in local newspapers. Once the program is implemented, the media highlights the program and its benefits to the community. When volunteers are being recognized, there are no better methods than radio announcements, television interviews, and pictures in the local newspaper. The continuity or expansion of the program often depends on organizational support, which is more likely to result if the community is aware of the program's accomplishments. For example, the Western Illinois University meeting utilized the media effectively by bringing attention to intergenerational programs. The keynote for the meeting was a panel of intergenerational program participants who were taped for later airing on WIU-TV.

Hugh Muldoon of John A. Logan College discussed press relations in a small community. "Three elements are necessary to communicate your message: an organization, the media, and the public. Think about your message. What is your vision? What is your history? What do you want to happen as a result of your media exposure? What are your success stories, references, and resources? Think about these things and then target the message to those you wish to reach. In a small community the media is readily accessible."

Word of mouth is one of the most powerful public-relations tools when developing volunteer programs. People get involved by understanding what can be accomplished. Once a few get started, others want to get involved. There is nothing like a phone call or personal contact to spark and maintain volunteer interest. Planned use of local radio, TV, and print media to both promote awareness of intergenerational topics and publicize those involved will help build external support and strengthen the resolve of members to persevere and move ahead.

A good example of media use for public relations is the slide/music tape **I'll Love You Forever** prepared by Dee Damkoehler from the Metcalf Elementary Lab School for the Illinois State meeting. The intergenerational story describes the awareness, love, and communication between a father and his mother and daughter. The story and music leave a powerful impact that is an unparalleled public relations tool for an intergenerational program.

III. Strategies for the Future

"Having the opportunity to share with others, see programs in action, and believe in yourself—this is the way of the future." Pat Shepherd, Schaumburg Park District, ably summarizes future directions.

What could this Future be? Imagine schools of the Future that include older adults as an integral part of all educational levels. The everyday life for older adults involves children and young people. The everyday life of young people includes older mentors. Communities and neighborhoods have a spirit of caring and working together. The Future can be what we plan, perform, and achieve.

Throughout Illinois long-term care facilities older persons with physical limitations are reading to small groups of preschoolers. A frail woman is demonstrating her quilt squares as a delighted 4-year-old observes. An aged mechanic is showing pictures of a car, asking the 3- and 4- year-old apprentices to name the parts.

In the elementary school, older persons are in most every classroom—working as tutors, telling stories, helping solve arithmetic problems, and demonstrating lifelong skills. At noontime the cafeteria reveals older adults interspersed with lively youngsters. After lunch a group of students form a circle around an older man telling his story about life in early Chicago days.

Up the road at the high school older persons are also evident. A retired accountant is in the bookkeeping class to review problem sets; a retired journalist is working on the school paper, explaining how reporting and editorializing differ; and a retired photographer helps the yearbook staff select pictures. Outside,

Imagine schools of the Future that include older adults as an integral part of all educational levels.

an older swimmer is timing the swim team. A group of neighborhood elders listens as their at-risk students share a

victory in English class. After school, young and old board the school buses together with some voc-ed students accompanying their older friends to help them rake leaves and perform small repairs.

As the school bus rolls past the community college, the special-events director utilizes a cadre of retirees and students to assist with an upcoming intergenerational presentation of *Porgy and Bess*. A grandparent-grandchild communication workshop yields dynamic dialogue about the "difficult" middle generation. Older volunteers work with community college students' children to help preschoolers prepare their unique books based on a storytelling session and help establish skills for reading readiness.

At the university, a group of retired faculty are critiquing research proposals with a research-design seminar. In the College of Education, 60- and 70-year-olds are studying to become certified day-care assistants. In the Basic Skills Lab, retired staff and faculty mentors are working one-on-one with special-needs students to improve study skills. In the Learning Resources Center, graduate teaching assistants are discussing instructional problems with retired master teachers. A psychology professor introduces a member of Widowed Persons Service to her adult development class studying the grieving process.

These experiences are happening now on a limited scale, but they could and should be happening in every school, college, and university. Throughout the educational system, the skills of retirees are enhancing the quality of education. It is a win-win proposition. The students benefit from an educational experience that they would not otherwise receive. The older population contributes to education and provides continuity to education. Teachers and professors are able to bring variety to their classrooms and promote greater student accomplishments.

But the scenario need not stop with schooling. In the true spirit of service-learning, a cadre of student volunteers is activated within the schools; students are helping one another; and in the community, students are providing service to others, especially to older adults. Students tutor, mentor, assist with home repairs, do chores, offer respite for caregivers, provide friendly visits and stimulation to the homebound, help single-parent mothers, read to all ages thus promoting family literacy, and respond to the unique needs of the community.

Information centers staffed by both young and old provide critical information about services and how to access them, about wellness and disease prevention, and about topics of interest to young and old such as sex, employment, physical changes, AIDS, Alzheimer's, childcare, money, eldercare and so much more.

Nursing homes have become learning centers, so that children are able to tap the knowledge, skills and experiences of seniors. Nursing homes are also centers for courses of interest to senior citizens and students. College students work with older adults as a part of the cur-

riculum in recreation, health education, public health, political science, physiology, and education.

The scenario continues in the spirit of service-learning. The most dramatic development in our Future is that the leadership of our State makes a personal commitment. CEOs of corporations, state administrators, university and community college presidents volunteer at least one hour each week. The idea started with education—presidents of the universities and community colleges agreed to volunteer an hour a week to an at-risk student. The glow of that attention created a powerful impact on the students and their academic performance. So each of the CEOs, presidents and directors of state agencies recruited five administrators from their organizations and the impact became more profound. The number of volunteers grew and grew until dropouts are all but eliminated. Something even more astounding has happened.

Other state agencies joined education to assist the populations they are mandated to serve. Like the presidents, the directors of state agencies led the way for their employees. The problems of poverty, drug abuse, infant mortality, child and elder abuse, and negative images of disabled and mentally ill seem to improve dramatically. The State is listening and responding to the needs of the people.

This is a Future where communities might once again reflect the "helping spirit" that was the foundation of our country. Education in the Future scenario produces individuals with the ability to read, write, communicate, and excel. Workers are adequately trained for employment opportunities, and literacy is a reality for all.

We have the resources in our youth, in our middle generation, and in our older persons. Our challenge is to bring the generations together to expand existing programs throughout Illinois. Carol Tice in the Carbondale meeting ably summarized our challenge: "Those who reach into the Circle of Helping show they care, and by doing so, they kindle a ray of hope."

IV. Recommendations

The Circle of Helping meetings confirmed that many Illinois communities and neighborhoods benefit from intergenerational programs. Intergenerational service-learning creates community harmony and improves the quality of life for all ages. Aging education, getting programs started, intergenerational communication and public relations were the topics of greatest interest to participants of the Circle of Helping meetings. Each of these topics led to a vision of what the future could be if generations work together.

The following recommendations and conclusions outline strategies and ideas for beginning, implementing and continuing programs. The recommendations stem from group meetings and questionnaires completed by meeting participants. The summary and recommendations include five categories: generational conflict and harmony, aging education, getting programs started, intergenerational communication, and public relations.

A. Generational Conflict and Harmony

Generational conflict was discussed but did not evoke a significant response. Most participants did not view this debate as a concern. Young and old alike attached greater significance to increased opportunities for contact with other generations.

Recommendation One:

Community leaders, neighborhood coalitions, schools and local service agencies must work together to incorporate multigenerational activities as an integral part of their organizational mission.

B. Aging Education

A lack of understanding about other ages is prevalent. Demographic changes in our world make it essential that we understand the problems and concerns of other ages. "Getting into the shoes" of a teen facing pressure to use drugs or an older person in a cycle of grief gives us a better appreciation of others in our world. Learning about growth and development throughout the life cycle is

critical to harmony and understanding between generations. Individuals need to understand their own aging and that of their older relatives and friends.

Recommendation Two: Every school in Illinois including preschools, elementary and secondary schools, and postsecondary educational institutions should produce a plan for involving older adults in the classroom and students in service-learning opportunities.

Recommendation Three: Educators should integrate aging education (learning about aging) into existing courses and classes across the curriculum.

Recommendation Four: Principals, superintendents, deans, and presidents are urged to endorse the efforts of teachers and professors who engage in intergenerational program development.

Recommendation Five: Those involved in curriculum development must encourage the use of aging education in the classroom throughout the educational spectrum.

C. Getting Programs Started

Participants had concerns about the lack of definition of intergenerational programs, the lack of information about intergenerational programs, what they are, how to get them started, their benefits, the variety of programs, and the ways that diverse organizations could benefit from them. The networking between service providers, students, older adults, and educators helped to emphasize the importance of working together. Funding is not necessarily the issue. Participants agreed that the most important components of successful intergenerational program development are time and commitment. It is naive to believe that intergenerational program development is cost-free but funding was not seen by most conference participants as the critical element. Leadership is. Organizational endorsement is.

The recommendations for getting started include two important organizational levels. First, and most important, is the individual taking the initiative to get a program started. This person most often invests energy, time and creativity, and makes a commitment to solving an important educational or human need.

The second level for getting started and ensuring continuity is gaining organizational endorsement and support. The program is more likely to be successful if it originates at the grassroots, but administrators have the power to encourage and foster those who might be interested but reticent. Once the program is established, the organization has an important role in promoting program continuity by rewarding, nurturing, publicizing, and supporting.

Recommendation Six: Providing information about intergenerational programs and encouraging program development are timely roles for area agencies on aging, public libraries, educational service centers, and health and human service agencies.

Recommendation Seven: Teachers and professors who would like to start an intergenerational program but cannot seem to get moving, are advised to pick up the phone and call one or two older persons from church, relatives of colleagues, or acquaintances. Invite them into your classroom with a specific job that is meaningful, and enjoyable.

D. Intergenerational Communication

Younger and older generations are sometimes fearful about interacting with each other. They often find it difficult to make conversation at first, thinking "we have little in common." Opportunities for significant interaction are not an integral part of the lives of students and older adults. One of the best vehicles for improving intergenerational communication is frequent contact so that students and retirees get time to learn about one another.

Recommendation Eight: Communities and neighborhoods are encouraged to develop monthly or bimonthly forums, socials, or other activities involving multigenerations.

Recommendation Nine: Local governments should consider multigenerational committees for solving community and neighborhood problems and planning for the future.

RecommendationTen: Older adults, including nursing home residents, need orientation to the characteristics and communication styles of the younger population.

Recommendation Eleven: Young people are urged to become sensitive to the sensory changes that occur with age and sometimes inhibit communication.

E. Public Relations

Those involved with intergenerational programs witness benefits to old and young as well as communities and neighborhoods. To accomplish the recommendations of the Circle of Helping meetings, the public must be made aware of the importance and impact of intergenerational programs to all ages. Administrators must view the programs as integral to their organizations and a vehicle for achieving organizational priorities.

RecommendationTwelve: Education, youth and aging organizations are urged to publicize model intergenerational programs--their benefits, timeliness, and rewards.

Recommendation Thirteen: The media is encouraged to highlight intergenerational service-learning programs particularly as they address some of the most serious societal problems such as education, health, drugs, housing, long term care, and child care.

In a nutshell, the recommendations from the Circle of Helping meetings include three key agendas: increasing intergenerational contact, creating opportunities for young and old to work together in communities and neighborhoods, and including aging education throughout the student's educational experience.

V. Intergenerational Service-Learning Model Programs

The most common intergenerational programs in Illinois are tutoring programs, adopt a grandparent, career days, literacy programs, nursing home visitation, penpal programs, and special events such as Grandparents' Day. The ways that intergenerational activities are developed are limited only by the creativity of the innovator.

The Circle of Helping highlighted many exceptional model programs presented in the seven meetings. The few presented here are just a small sample of the many exciting intergenerational programs in Illinois. Many others are included in a more comprehensive listing as a part of the in the *Illinois Intergenerational Program Directory*.

A. National Intergenerational Programs

Two of the largest and oldest intergenerational programs are the Foster Grandparents Program and Retired Senior Volunteers Program (RSVP). These programs exist throughout Illinois.

RSVP, a component of ACTION, the national volunteer agency, involves volunteers 60 or older who serve through nonprofit and public community organizations. RSVP provides opportunities for retirees to make use of their knowledge and energy to help in the community. Although RSVP volunteers provide services to many organizations, one of their greatest successes is the service for children and students. The RSVP programs have led the way in Illinois with creative programming that addresses some of the most serious problems of education.

Foster Grandparents is another component of ACTION. Foster Grandparents are women and men who bring with them the experience of living and have a willingness to reach out to physically, mentally, and emotionally handicapped children. They accept their role to be a grandparent in every sense--being a caring, stable presence in a child's life. The Foster Grandparents Program is open to low-income persons 60 years old and over. In return for their service, they receive a modest tax-free stipend, as well as a transportation allowance,

hot meals while in service, accident insurance, and an annual physical examination. They attend 40 hours of preservice orientation and receive monthly in-service training.

B. Day Care

The following programs describe young children visiting an adult day-care center or older adults visiting a child-care center, or a combined adult-child day-care facility.

Rainbow's End Preschool in Carbondale brings children and senior citizens together in three ways. First, the children visit the seniors' day-care center facility each Tuesday at 10 a.m. There, the seniors and children participate in activities planned jointly by the staffs of both programs. Second, the active seniors visit the children once a month. These visits center around special themes such as a Mexican fiesta or circus. Third, the children regularly make tray decorations for those seniors who are served in their homes by the Meals on Wheels program.

The **Child Care Center** at Oakton Community College was instituted several years ago by Helene Block, a pioneer in intergenerational programming. She involves older adults in the preparation of child care workers and preschool children. The program brings senior citizens to class several times each week to participate in a wide variety of activities with the children.

The **Child Care Center** at Northeastern University in Chicago involves senior citizens who read stories to preschool children and assist in other classroom activities. One morning a week seniors recruited from the local community read, play games, and indulge in other tiny-tot pursuits with a captivated audience of youngsters at the center. The purpose of the project, in addition to linking old and young, is to conduct a pilot research study measuring what changes, if any, occur in the perceptions of the parent, the children, the seniors, and staff of the Center, regarding interest in reading and other measures of satisfaction.

Bubbes and Babies is a program that targets young mothers and their babies. They take their infants once a week to the Council for Jewish Elderly Group Living facilities to interact with the oldest elderly. This multigenerational program helps babies, whose own grandparents often are not living in the area; the children benefit from the extra attention and stimulation the elderly provide; the elderly share their parenting experience and reminisce about their years as a Mom or Dad as they act as advisors or good listeners.

Sheridan Intergenerational Day Care, is a community-based program consisting of three components: child day care, nursery preschool, and adult day care. The child programs are in place, licensed and developing. The adult program is in its planning stages and is expected to be implemented this year.

C. Nursing Home Visiting

Nursing-home visiting is perhaps the most common intergenerational program

in Illinois. Principal Jerry Montague at **Gilson Brown Elementary School** in Godfrey views the nursing home as a learning center for his students. "A learning resource unbounded in life's lessons was found near our school—a nursing home for the aged, infirm and physically handicapped. The Blu Fountain Nursing Home has been providing our students and teachers alike with decades of living experiences the residents willingly share. The elderly are not only giving, but they also receive. Our children provide the aged with a glimpse of their own youth coupled with the changes of the current generation." They provide individual activities, such as pen pals and letter writing, making favors together, exchanging cards and presents on birthdays, playing games students reading to residents, and residents reading to students. Group activities include the Halloween parade; Thanksgiving dinner; Christmas class programs; band, orchestra, and choral concerts performed at the nursing home; gardening activities; weekly coffee-room activities, with the residents going to school for coffee, conversation, and student contact. All school programs are open to the nursing home, and a school activity newsletter is sent to the nursing home each month.

The residents of the **Blu Fountain Nursing Home** are not to be outdone by the Gilson Brown students. Several residents attended a class about being involved and useful. As a class project they decided to write an essay entitled *Bits of Wisdom*. It is dedicated to those students who are frequent visitors. The dedication of the book reads as follows: "To the youth of the 1990's from the youth of the 1900's. We traveled by horse and buggy and put a man on the moon." These programs depict a successful Circle of Helping that improves education and the quality of life for all.

The **Hamilton County Preschool Intergenerational Program** in McLeansboro also views the nursing home as a learning center and has developed much of its curriculum around the exchanges between students and senior citizens. Supervisor Brenda Lueke and teacher Dayna Frey tap the skills and forgotten talents of senior citizens such as woodcrafting, art, quilting, apple peeling, cornshelling and others. They prepare the preschoolers by discussing the life cycle using plants and animals and talking about the past.

At the **Children's Learning Center** the preschool and K-4 students make weekly visits to the Barb City Manor, a nursing home in DeKalb. They interact for brief periods and get to know each other. On a monthly basis one or more of the groups will enjoy a sing-along, show-and-tell, the player piano, storytime, or puzzle group. The unplanned interactions seem to hold the greatest benefit for all ages.

Brenda Nardi from **Mulberry School** in Bloomington takes the preschool and K-2 children to a local nursing home. The Circle of Helping is demonstrated according Ms. Nardi: "The program allows our students the opportunity to bring a little joy into the lives of seniors living in nursing homes. The seniors provide a kind of knowledge no one else can generate."

D. Career Days an Career Exploration

Career Days and Career Exploration brings in older volunteers to discuss their experiences with students. For example, **Career Connections,** in Palos Heights, allows retirees to share career information and skills with 19 schools, kindergarten through eighth grade.

In many classrooms throughout Illinois, older adults enter the classroom to demonstrate arts, crafts, and skills, such as sewing, quilting, drawing, woodwork, basketweaving, and others. For elders who are frail, these activities may also be a part of nursing home visitation. The spirit of Circle of Helping is readily apparent is such cases—the children visit to share their time and enthusiasm, and the elders teach them to sew or read.

A Career Day is held for students in grades six through eight at **Highland Park School District 111** where older adults describe their occupations. They provide similar presentations on their lives and careers throughout the year.

E. Adopt-A-Grandparent or Adopt-A-Grandchild

Mary Givens from the **Cherrywood Health Care Center** in Vandalia describes the benefits of Adopt-a-Grandparent. "It is a chance for the young to be of service; to feel needed; to develop sensitivity; to respect the needs of others; to learn how to develop friendships with older people; to work as a team for the benefit of someone else; to develop better communication skills; and to establish a sense of concern for the community and its people. For the Grandparent, the program offers an chance to share talents, knowledge, and friendship with the young. The elderly regain the feeling of being useful and productive. Through the personal contact of a handshake, a hug, a kiss, the grandparent experiences the most basic of all human needs, that of love."

In **Grandparents Unlimited** older adults become surrogate grandparents as they volunteer time and services at local child-care and nursery schools. This provides an opportunity for young children and older adults to share a close relationship within a school setting. Grandparents Unlimited is just one of several intergenerational programs created by Helene Block, Oakton Community College.

The **DeKalb County Nursing Home** brings in junior-high, high-school, and college students to experience one-on-one interaction with specific residents. The students read, visit, talk, take walks, play cards, and participate in group activities together. The students are given an orientation to the facility. "These programs help maintain and spark interest in life essential to our aging adults," commented Michele Green.

The **Adopt-A-Grandparent** is a little different for the Coles County RSVP. The RSVP volunteers are adopted by college students. The students fill out interest cards, and then they are matched with an RSVP member. A break-the-ice potluck is held at the beginning of the program so that volunteers and students get together, visiting at the seniors' home, going out to dinner, and attending functions together.

The Chicago Heights Foster Grandparent Program targets at-risk pre-kindergarten and kindergarten students. The grandparents visit the classroom four hours each day five days a week.

F. Reading and Literacy

In Arthur, students in School District 305 invite grandparents to **Grandparents' Oral Reading Day.** Students and grandparents or surrogate grandparents participate in a variety of reading activities. Another program at Arthur gives the students an opportunity to contact nursing home residents. **Telephone Buddies** is an imaginative program centered on weekly phone calls instigated by the students

Older volunteers with the **Service Corps of Retired Executives (SCORE)** assist as literacy tutors at Joliet Community College.

The **Literacy Program** through the Secretary of State's office provides tutoring for young adults, middle-aged adults, and older adults. The tutors, often from a different generation, are trained to help students learn to read. The literacy program reaches all corners of Illinois.

The **Grant School Grandma Reader Program** in Macomb brings older women to the elementary school classroom. The program gives students the opportunity for reading and interaction with a caring adult.

G. Tutoring

Tutoring programs, involving one or a few older persons in the classroom, are the second most common intergenerational programs in Illinois. The usual scenario finds a teacher, concerned about students' reading, writing, or math, realizing that some special attention could make a big difference. This teacher will ask other teachers about their older relatives, make contacts at church, or just find the volunteer serendipitously. The teacher provides the volunteer with a little orientation and training, the volunteer comes to class and the program is created. Some expand, many continue on a small scale because that is the most comfortable basis for the teacher and volunteer. The students look forward to the visit of the older volunteer. The teacher says: "I could use 20 just like Mrs. X," and the older volunteers witness the contribution they are making. Programs such as this exist all over the state with little fanfare or attention beyond the local community. Tutors help students in a variety of subjects, but most frequently in math and reading. Intergenerational tutoring programs are also found in libraries, churches, community centers and private homes.

The **Homework Helpers** program was organized as a community project under the auspices of the Aurora Area Retired Teachers Association and the Aurora Branch of the American Association of University Women. It was designed to assist middle-school children with their homework assignments. The volunteers hold 90-minute sessions after school in the basement of a local church. The service is available to any student needing assistance.

North Shore Senior Center Tutors travel to the Cove School, a school designed for children with learning disabilities. Each Monday, 15 senior tutors work one-on-one with a child, and together they go over reading and math concepts. The children's teachers explain the assignments and problems that the children are having to the tutors and assist them when necessary.

The **Conrad Senior Citizen Center** provides tutors to elementary students at Chicago Housing Authority's Lathrop Homes through the **Education Network for Older Adults**. The program links senior citizens with students at-risk of dropping out to spend time together during the summer to talk, study math and read.

Senior volunteers from the nursing home come to the **Des Plaines C.C. School District 62** to serve as tutors in a program called **Caring and Sharing.**

The **Intergenerational Tutoring Program**, a tutoring service covering comprehension and vocabulary skills, began its pilot stage in January 1986. This program represents a collaborative effort between the Chicago Public Schools Bureau of Volunteer Programs and the Department of Aging, Southwest Multipurpose Center. Volunteers assist fourth through sixth graders with homework assignments and tutor in reading and math.

The **Coles County RSVP** assists teachers by listening to the students read. Many times, the volunteers will have a comfortable chair placed in the hallway outside the classroom. The students take a book to the volunteer and read for a designated period of time. They also serve as tutors, either in small groups or one-on-one. Teachers select two to three students who need extra help with reading or math. The students meet with the volunteer once or twice a week and work on projects the teacher has prepared. If one-on-one tutoring is required, the volunteer and student meet once a week to work on homework.

The **RSVP Program** in Quincy targets at-risk pre-kindergarten students. The volunteers assist teachers by telling stories, reading, and working individually with the children. The program convenes at least once each week.

The **East St. Louis Foster Grandparent Program** provides one-on-one tutoring for children with special needs.

Students are tutored by senior citizens at the **Leaning Tower YMCA** in Chicago. Tutoring is one-to-one, and both groups share swimming lessons and lunch.

Seniors in the Classroom is a tutoring and teacher's aide program through the **Forest Park School District 91.**

H. Students Serving Seniors

In the **Bloom Township Youth Committee,** Youth provide minor repairs and maintenance tasks for older and handicapped residents living independently, safely and with dignity in their own homes.

DeKalb middle-school and high-school student council members, and Northern Illinois Univer-

sity students help as drivers or navigators to deliver meals.

The **Centrillio Council of Girl Scouts** in Bloomington prepares birthday cards monthly for the Heritage Manor Nursing Home.

In Quincy, through a learning-service program, students help with Meals on Wheels, visit nursing homes and produce a **Carry Out Caravan.** The Carry Out Caravan is a grocery-shopping assistance program for homebound elderly and handicapped persons who are unable to shop for themselves. The service is a cooperative project of the Adams RSVP, **Chaddock School** and SAVE U MORE Foods. Grocery orders are taken on Mondays at the RSVP office. Volunteers from RSVP fill the orders and volunteers from Chaddock School deliver the groceries. The Chaddock School service-learning program also provides volunteers for chores and handy-work around the homes of elderly residents.

Wee Care, Inc., taps the services of young people from local schools. High-school students serve and provide programs and decorations for the Care-N-Share group and help with Meals on Wheels. They also serve meals at the high-school cafeteria, plant flowers, perform and provide support services to the Morton service organization.

The Snow Removal Resource Exchange in DeKalb matches students willing to shovel snow for older adults who need the service. The senior center sponsors this program involving 50 students and 100 older adults.

Elder-Teen Project of the Charlie Murdough Foundation helps young people to see and experience people "who have lived life." A survey conducted by young people with older adults creates cross-generational communication. Several hundred older adults are interviewed during the summer to determine their needs and talents, and to help understand what is happening in their lives socially and spiritually.

Northern Illinois Radio Information in DeKalb offers students the opportunity to read on the radio for the blind and physically handicapped.

The **Newman Foundation** in DeKalb obtains names from the senior center of needy elders with suggestions for Christmas gifts. These are hung on the tree for students to select. The students purchase a gift and deliver it before Christmas.

La Voz Latina Hispanic Resource Development Center in Rockford utilizes the skills of youths to help senior citizens learn about and access services.

Augustana College sponsors a program called **Generations**. Generations is a friendly visitors program with students visiting older adults in retirement centers and nursing homes.

Design students at **Southern Illinois University at Carbondale** renovated the lounge at the Carbondale Senior Center. The experience brought a new dimension to their learning as they attended to the acoustical, lighting and space needs of an older population.

Oral-health screening is conducted by **Parkland**

College students at health fairs in conjunction with the Champaign Geriatric Dental Committee.

I. Latch Key Programs

Latch key or after school programs are becoming more and more popular as parents work and children go home to empty houses. **Grandma Please**, sponsored by the Uptown Center Hull House, is an intergenerational telephone helpline that links latch key children in the Chicago area with older volunteers who are often frail or homebound. The lines are open from 3 p.m. to 6 p.m. Monday through Friday, so that children ages 6 to 12 can talk with a grandma or grandpa. The telephone calls help by comforting and reassuring frightened or lonely children; mediating arguments between fighting children; assisting in completing homework assignments; listening to the news of the days' events; and advising children. A supervising professional is on call during helpline hours to handle emergencies.

The after school program at **Carl Sandberg Elementary School** in Charleston presents opportunities for learning new hobbies, joining a writing or reading club, and learning social skills. Before the after school program was initiated, the students talked about being bored. Now they can't wait for the few hours each day when they interact with their older friends.

J. Pen Pal Programs

Pen Pal programs are a great way for old and young to link and maintain contact over a number of years. One program in Homewood involves older adults from a local **AARP Chapter**. "I have been involved in pen pal programs for eight years, I see the children come into the program at the age of six and have the pleasure of seeing some of them as they go through the upper grades," commented Frank Ertl, former AARP state director. He further describes the program developed with a first-grade teacher, Gretchen Pallet: "The children come into the program not knowing how to write at the beginning of the school year and are taught to make letters, then words and sentences, and finally write letters. They set up a mock post office, staffed with a postmaster, clerk, and mail carrier, giving the children knowledge of how the postal system works. They start to write to each other in the classroom and by December are ready to write to an unknown pen pal, thus the correspondence begins. By March 1st, after several letters, they meet their pen pals for the first time at a classroom get-together. They meet this way about four times during the school year. Some of the children continue to write as they advance from grade to grade. Mr. Ertl added, "I write to one of the students now in eighth grade. I receive three or four letters a year—they are a delight!"

The **RSVP of Coles County** corresponds with students from an elementary classroom at least once each month. A get-together planned by the students is held for the pen pals to meet after the correspondence has started. At the end of the year, a picnic in a local

park is held to say good-bye.

Lincoln School in Macomb is the setting for a pen pal program between K-4 students and nursing home residents. Gary Dunham describes the five steps to a pen pal program with nursing-home residents: 1. We study and practice letter writing. 2. Pair up and meet nursing home residents. 3. Write weekly letters. 4. Visit at least once more during the year. 5. End with an "old fashioned school-day picnic."

K. Mentoring

The **Elder Mentoring Program for At-Risk Students** at Southern Illinois University at Carbondale involves retired university professors working with freshman students once a week and helping them with basic skills. The retirees are recruited by a volunteer coordinator, provided orientation and training, and attend weekly discussion sessions. The mentors use structured activities with the students, including time management, test taking, note-taking. The university environment and goals are part of the program, but a critical purpose is to be advocates for students, to help and to listen.

Share and Learn is a network designed to link seniors and young adults through the **DeKalb County Cooperative Extension Service**. The two generations share skills and talents with one another to promote learning.

AARP Mentor Program is a minority educational outreach project that involves older citizens, college students, community outreach, and aging-service programs. Through their years of wisdom, mentors help students bridge the gap between aging services and the community. The mentor provides leadership, guidance, and inspiration to college students in a mutually planned and executed minority outreach project. This program pairs college students and minority elderly vis-a-vis visits to the elderly, volunteering at a senior center, or helping seniors access services. Mentors take part in an initial orientation along with monthly multi-group discussion.

The **Amicus** program through the **Volunteer Visitation and Reunification Project** in Rockford was developed to provide assistance to children who are separated from their parents. Older adults enter the lives of the children to help and listen. The program is sponsored by the Department of Children and Family Services.

L. Library Programs

Share the Magic is a Pekin Public Library program that provides a special love of sharing for grandparents and grandchildren. The children and older adults visit the library and have their picture taken together. The child's handprints and a special wish (what they would like to do with their grandparent or older friend) are recorded in a booklet. Then they share entertainment and refreshments. They have their special booklets as a keepsake to remember the time together at the library.

The Normal Public Library sponsors story hour for young children at a local nursing home.

Senior volunteer librarians at **Maryville Elementary School** talk with young people and encourage students to read and use the library properly. The volunteers commit a day a week to working in the school library. They organize and sort materials and work with the children and teacher when library time arrives.

Volunteer Fairs are held in many communities throughout the State. One example is the fair held annually in Decatur. The schools demonstrate different programs available for volunteer opportunities, and people of all ages can choose a way to serve.

Thanksgiving or holiday meals are often held in schools, so that the students can experience the traditional sharing of holiday time.

M. Special Events

A Grandparents' Day and a **Senior Citizens' Day** are common yearly events. Grandparents go to the school for lunch, attend classes, and the students prepare a performance for them. Grandparents' Day can be an excellent opportunity for recruiting and involving older adults in education.

Proms or dances for old and young are becoming more and more common. The use of the arts--singing, dancing, theatre--recognizes a common culture.

N. Guest Lectures

Guest Lectures by older adults in the classroom provide opportunities for seniors to share expertise, travel experiences, and humor, thereby adding diversity and interest to learning.

The Lebanon Community Unit School District 9 uses a speakers' bureau staffed by senior citizens from the **Belleville Senior Center**.

The **Traveling Grandparent Discussion Group** at Oakton Community College takes older adults to elementary, junior-high and high-school classrooms. They participate in discussions with students, help enrich classes, and provide models of healthy aging.

Maryville Elementary School takes knowledgeable older persons to the classroom for speeches and presentations. They discuss topics ranging from history to science. The students also have an opportunity for oral history interviews.

At **Bradley University** older adults with practical knowledge of the theatre are invited to lecture, demonstrate, or perform for the students.

Older volunteers assist in political involvement programs and U.S. history classes, and they speak about on age and cultural values in the social studies classrooms. This **Maine Township High School Program** in Des Plaines also includes participation in group competitive programs, such as the Voice of Democracy, the Constitution Contest, and the Metro-History Fair.

O. Oral History, Interviewing, Storytelling

Through the **Council for Jewish Elderly**, a group of middle-school students spend time with elderly residents of an apartment building on Chicago's north side. Their project includes writing oral histories of the residents and then together developing a mural depicting the lives of the residents.

The **Coles County RSVP** participants visit the junior high-school social studies classes. They are interviewed regarding the Great Depression and World War II. Papers are written to summarize the interviews.

College students interview older adults as part of a health-education class at **Illinois State University.**

The **Natural Story Teller** at the College of DuPage brings adults and children together to teach basic storytelling skills, dramatic invention and readers' theatre.

Brimfield High School students interview senior citizens for a documentary, which is produced in conjunction with a banquet for older community residents.

P. Patient Simulation

Students at **SIUC School of Medicine** have the good fortune to examine older persons who have been trained to simulate specific diseases or conditions. The medical students learn to do a physical and take examinations though the involvement of such "patients."

Q. Social Clubs and Camps

The **Senior Club in Benton**, according to Brenda Stewart, is composed of senior citizens and high school students involved in projects and programs. "We meet during the school year one time each month plus several additional functions, such as helping other civic organizations, sponsoring fundraising events, making crafts, helping senior citizens, and generally enjoying learning about each other." When summer arrives the senior citizens and students have a camping experience for three days.

The **Senior Citizen Day Camp** in Springfield sponsored by the Boy Scouts and Lincoln Land Community College uses the buddy system to match a scout with a guest from an area retirement or nursing home. They spend the day together establishing a working relationship performing scout activities.

Students and Seniors Promoting an Intergenerational Network **(SSPINS)** gives students and older adults an opportunity to interact. They meet for four sessions to discuss such topics as safety, oral history, international games and sharing experiences. The program is sponsored by the Chicago Department on Aging.

The **Limestone Community High School** in Bartonville has a daily lunch table for senior citizens. They also involve older adults in Christmas programs, crafts, and workshops relating to aging.

R. Drug Abuse Prevention

Beginning Alcohol and Addiction Basic Education Studies (BABES) is a Decatur program targeting preschool to third grade children. They learn and practice living and loving skills and make positive early decisions about the uses of alcohol and drugs. Older volunteers work puppets to tell stories about self-image and feelings, about decision making and peer-pressure coping skills,and about getting help and information.

Yorkville senior citizens through the **Senior Services Association** helped the **Just Say No** program by making hundreds of Fuzzy Wuzzy surprises for the students. They also participate in pen pal programs with grades five through eight.

S. Pregnancy Prevention

Peer Power is a school-age pregnancy prevention project of the Chicago Public Schools, funded by the Parents Too Soon Initiative through the Ounce of Prevention Fund and the Harris Foundation. The goals of the project are to assist youths in becoming knowledgeable about and taking responsibility for their emerging sexuality, to assist youths in making decisions and establishing habits that will enable them to participate in positive life, work, and learning options that will benefit themselves, their families, and the society at large. Older volunteers from senior centers or the community participate in the skills enrichment and career guidance aspects of the program. "Their involvement in the program has been rewarding and gratifying. The girls and the seniors have developed wonderful and useful relationships. They have the time, experience, patience, and knowledge to relate to young people in many ways," commented Doris Williams, former coordinator.

T. International Students

Through **Arm Chair Travel in Edwardsville,** once each month, international students visit nursing homes and describe their countries.

U. Advocacy

Generations Exchange is a committee of teachers, senior citizens, senior-center directors, and community representatives who meet regularly to implement interaction between generations. The program targets kindergarten through eighth graders in the **Palatine C.C. School District** 15.

The Surrogate Parent Program, Illinois Youth Center at St. Charles, promotes educational advocates for parents unwilling or unavailable to participate in the special-education process. Surrogate parents read educational files, meet with students, observe students in the classroom, and help determine the best educational program for the student while incarcerated. John Kotaska commented, "Experience has shown that older volunteers and juvenile delinquents work well together."

Through the **Guardianship Program,** at the Southern Illinois University at Carbondale Legal Clinic, individuals 18 and

older can be appointed by the court to be guardians for aged disabled adults.

V. Delinquency Prevention

Attend and Win is a truants alternative program at the Eldorado Community Unit District 4. The program enlists older volunteers as mentors and tutors to assist students at-risk.

The **Cook County Sheriff's Youth Services Department** in an effort to develop and encourage meaningful roles for youth as one approach to juvenile delinquency prevention has designed and piloted a model intergenerational project. A group of youth offenders and another group of senior citizens explore the perspectives of old and young on a number of issues and identify a task or plan to accomplish jointly.

Positive Alternatives Project is a joint venture of Wright College and Chicago Police Department 15th District. Older volunteers tutor students, provide career counseling and serve as mentors. The program is a community education/crime prevention partnership offering young people alternative choices to gangs and drugs,

W. Arts

The Teaching/Learning Communities (T-LC) program is conducted by RSVP in five Chicago schools. Older Volunteers work with arts and crafts and reaffirm each child's value.

Seniors assist youth in workshops by teaching skills in art, sewing, livestock, family living skills, and nature through the **Cooperative Extension Service** in **Paris**.

X. Health

The **La Salle County Public Health Department** taps the skills of retired teachers to teach safety at the preschool level.

VI. Aging Education Model Programs

Intergenerational Focus is a biweekly television program designed to increase public awareness of intergenerational programming. In 1989, the program was produced by Loretta Kristen, a graduate student at Western Illinois University in cooperation with students from the television department.

Gentle Connections helps preschool children understand the process of aging by interacting with and giving gentle hand massages to older adults in nursing homes and adult day-care centers. Its rationale is based on what is happening in our changing and too-often violent society. It is becoming increasingly clear that gentle and caring relationships between young and old are not always possible. Divorce, mobility and long-distance grandparenting isolate the generations and sometimes foster separatism, ageism, and mistrust. According to Professor Block, "motivation for the children to become involved can come from an intergenerational facilitator or preschool teacher who will introduce the children to the topic of aging and gentleness. Pictures about the elderly can be shown and read. Children can share stories about their own grandparents and great grandparents or older friends."

"The teacher and the children can also talk about their own experiences with being gentle with babies, new puppies, and each other. The teacher can help extend this knowledge to the often arthritic and sensitive hands of the older adults and compare old and young hands. In follow-up sessions children are shown how to

give themselves, each other, and their teachers gentle hand massages. Finally they will have an opportunity to give and receive hand massages from older adults if they choose. "

Jerry Montague, principal of Gilson Brown Elementary School, saw the unique features that a nearby nursing home could add to an elementary-school curriculum. This well-developed program features exchanges between school and nursing home in both locations. Children and seniors learn and grow because of the innovative ways in which both groups support one another.

Chicago Department on Aging and Disabilities Many teachers introduce such concepts on aging to their classrooms as physical and mental changes with age, life-cycle development, myths and stereotypes, aging in literature, and so forth. It would be difficult to list the exemplary programs on aging education. However, Larry Wallingford and Ann Gale, Chicago Department on Aging and Disabilities, have developed materials and creative programs for use with thousands of public-school students.

Lifelines, targeted to grades seven and eight, is a one-session slide program that focuses on the changing social position of the elderly and of the consequences of these changes for today's children. Topics presented include the aging process, career planning for a long life, relations with elderly persons, and city services available for seniors.

Imagination Gallery is a 30-minute program using slides of paintings and sculpture from museum collections. It is targeted to K-2 students and designed to encourage children to value the help that grandparents can give them.

8:30 Workshops for teachers of K-8 is a 20-minute slide presentation and a handbook which describes ways of carrying the themes of aging and of relationships with elderly people throughout the grades.

Backwards and Forwards for grades five through eight is a 40-minute slide program, which presents the older person in the role of advisor as seen in four great legends--*The Iliad, The Odyssey, Sigurd the Volsung,* and *King Arthur.*

DeKalb High School special education students visit Pine Acres Nursing Home. They prepare ahead of time by studying different aspects of aging and communication. The interaction continues two to three times a week for six weeks.

The **Little Flower School** in Chicago engages older volunteers as speakers for such programs as Aging as Growth, Older Persons are Valuable, and The Need To Plan for Long Lives. They use a 1981 (American Medical Association) book called *Educating Children for the New Era of Aging* and *Lifelines: A Look at Aging* from the Chicago Department on Aging.

Robert Crane, Executive Director
State Universities Annuitants Association

Jim Edgar
Secretary of State

Naomi Fowler, State Director
Elderhostel

Roderick Groves, Chancellor
Board of Regents

Helen Heyrman, President
Illinois Gerontology Consortium

James M. Howard, Interim Executive Director
Illinois Community College Board

Stanley Ikenberry, President
University of Illinois

Thomas Layzell, Chancellor
Board of Governors

Robert Leininger, Superintendent
Illinois State Board of Education

Gretchen McDowell, President
Illinois Congress of Parents and Teachers

Michael Murphy, Chair
Chicago Metropolitan Intergenerational Committee
Charlie Murdough Foundation

Virginia Nelson, President
Association of Illinois Senior Centers

Josephine Oblinger, Director
Governor's Office of Senior Involvement

Janet Otwell, Director
Illinois Department on Aging

Lawrence Pettit, Chancellor
Southern Illinois University

Phyllis Pinkerton, President
Illinois Association of Area Agencies on Aging

George Pintar, Executive Director
Illinois Community Education Association

Wayne Sampson, Executive Director
Illinois Association of School Boards

William Westberg, State Director
American Association of Retired Persons

Victor Wirth, Executive Director
Illinois Retired Teachers Association

Pat Yeates
Governor's Office of Voluntary Action

Appendix A:

Higher Education Cooperation Act Coalition

Appendix B: Letters of Support from National and State Leaders

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

TO THE PARTICIPANTS OF "A CIRCLE OF HELPING"
1990 REGIONAL MEETINGS
February 26 - April 27, 1990

I am pleased to send greetings to the participants of the seven regional meetings of A Circle of Helping.

Studies show that by the year 2000, the average American will change careers five times to keep pace with technology. In other words, Americans must accept the challenge of continuing education throughout their adult lives. Education is a lifetime commitment to learning for young people and senior citizens alike.

Quality education requires the participation of all of us--parents, teachers, students and the entire community. We all have something to share, just as we all have something to learn. In order to ensure the future security of our great Nation, we must assume responsibility for educating each other to our fullest potential.

I wish you all success as you gather across the State of Illinois to further the important work that you are undertaking. As we work together in a spirit of cooperation, we can make quality education a reality.

Lauro F. Cavazos

[illegible] MARYLAND AVE. S.W. WASHINGTON, D.C. 20202-0100

THE CARNEGIE FOUNDATION
FOR THE ADVANCEMENT OF TEACHING

January 17, 1990

Jane Angelis
Director, Illinois
Intergenerational Initiative
Office of the Vice-President for
Academic Affairs and Research
Southern Illinois University
Carbondale, IL 62901-4305

Dear Ms. Angelis:

Thanks for sending me information about your series of intergenerational conferences in Illinois. This is a most worthwhile project.

I've written a few lines of endorsement, as you requested:

"Our society benefits enormously when people reach out across the generations to make connections. Illinois' "A Circle of Helping' can set an example for the development of intergenerational programs across the country."

I hope this is helpful, and best of luck in your endeavors.

Sincerely,

Ernest L. Boyer
President

ELB:as

STATE OF ILLINOIS
DEPARTMENT ON AGING
421 East Capitol Avenue
Springfield 62701

JANET S. OTWELL
DIRECTOR

December 28, 1989

Jane Angelis, Ph.D.
Project Director
Involving Older Adults in Education
Academic Affairs and Research
Southern Illinois University at Carbondale
Carbondale, Illinois 62901

Dear Jane:

Here's a couple sentences you are free to use...or change...or edit. Not being sure exactly what you had in mind, I simply took a stab at it:

> Each smile shared by a grandmother and a grandchild, each task done jointly by a retired worker and an eager child, each visit made to a nursing home by a teenager or to a classroom by an older volunteer--each of these is one more opportunity for young and old to give and to receive at the same time...Intergenerational activities and programs give us the tools, techniques and enthusiasm to promote meaningful experiences shared by the generations across the age spectrum.

Good luck in your series. Looks good.

Sincerely,

Janet S. Otwell
Director

JSO:ban

STATE OF ILLINOIS
GOVERNOR'S OFFICE OF SENIOR INVOLVEMENT

JAMES R. THOMPSON
GOVERNOR

JOSEPHINE A. OBLINGER
DIRECTOR

June 27, 1990

Dr. Jane Angelis
SIU
Academic Affairs
218 Anthony Hall
Carbondale, IL 62901

Dear Dr. Angelis:

A Circle of Helping is a program whose time has come. I am firmly convinced that older adults and youth have much in common and much to share.

The password for such a program is cooperation not confrontation. I believe this is not only possible but actually in effect now.

Sincerely,

Josephine A. Oblinger
Director

[illegible] Stratton Building • Springfield, Illinois 62706 • 217/782-9049

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OFFICE OF THE MINORITY LEADER
HOUSE OF REPRESENTATIVES

LEE A. DANIELS
MINORITY LEADER

100 WEST RANDOLPH
SUITE 16-700
CHICAGO, ILLINOIS 60601
312/917-2093

January 10, 1990

Jane Angelis, Director
Illinois Intergenerational Institute
Office of the Vice President for
Academic Affairs and Research
Southern Illinois University
Carbondale, Illinois 62901-4305

Dear Director Angelis,

I am delighted you contacted me December 28th about your innovative program, which promises to open doors to young and old alike. It gives me great pleasure to wish the Illinois Intergenerational Institute best wishes and success in promoting these regional conferences during the next three months.

Attached is the statement you requested from me last month. I hope it will be useful in the program's development.

If I can be of service in the future, please do not hesitate to contact my office.

Sincerely,

Lee A. Daniels
Minority Leader

LAD:sh

GENERAL ASSEMBLY
STATE OF ILLINOIS

MICHAEL J. MADIGAN
SPEAKER
351A CAPITOL
SPRINGFIELD, ILLINOIS 62706

HOUSE OF REPRESENTATIVES
EX OFFICIO MEMBER
ALL HOUSE COMMITTEES

July 25, 1990

Ms. Jane Angelis, Director
Illinois Intergenerational Initiative
Academic Affairs and Research
Anthony Hall 218
SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE
Carbondale, IL 62901

Dear Ms. Angelis:

In response to your inquiry for a comment for the Circle of Helping's brochure, my response is as follows:

> American society has prospered through a tradition of people helping people. I support the ambitious work of a Circle of Helping, and encourage all the citizens of Illinois to give of themselves for this effort.

With kindest personal regards, I remain

Sincerely yours,

Michael J. Madigan

MICHAEL J. MADIGAN
Speaker of the House

STATE OF ILLINOIS
GENERAL ASSEMBLY

PHILIP J. ROCK
SENATE PRESIDENT

January 5, 1989

Ms. Jane Angelis, Director
Illinois Intergenerational Initiative
Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4305

Dear Jane:

I am delighted to offer my support to Southern Illinois University at Carbondale's intergenerational programs.

These meetings hold great promise for those who value the mutual enrichment that results when we help one another. Intergenerational relationships provide a course for civic growth at a time when it is apparent both our youth and our elderly need to be needed.

Best wishes for a successful series of conferences.

Sincerely yours,

Philip J. Rock

PHILIP J. ROCK
Senate President

PJR:jmf

OFFICE OF THE MINORITY LEADER
ILLINOIS SENATE

JAMES PATE PHILIP
MINORITY LEADER

STATE CAPITOL
SPRINGFIELD, ILLINOIS 62706
(217) 782-8404

January 17, 1990

Ms. Jane Angelis, Director
Illinois Intergenerational Initiative
Southern IL University at Carbondale
Carbondale, IL 62901-4305

Dear Ms. Angelis:

I'm aware of many programs that are conducted on the basis of intergenerational assistance.

These programs provide services and contacts which provide not only benefit to individuals, but provide great assistance to our society as a whole.

I am hopeful that your seminars will tend to increase these types of valuable programs and the valuable services they provide.

Sincerely,

James "Pate" Philip
Senate Republican Leader

JPP:mf

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ILLINOIS STATE BOARD OF EDUCATION

100 North First Street • Springfield, Illinois 62777-0001

Thomas Lay Burroughs
Chairman

Robert Leininger
State Superintendent

The Illinois State Board of Education endorses and encourages the concept of intergenerational cooperation and involvement between older adults and students. There are many educational and social benefits to be derived for all participants when persons of diverse age groups are involved in the learning, helping process.

Robert Leininger
State Superintendent
of Education

An Equal Opportunity/ Affirmative Action Employer

Illinois Department of Mental Health and Developmental Disabilities

Central Office

February 9, 1990

Ms. Jane Angelis, Director
Illinois Intergenerational Initiative
Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4305

Dear Ms. Angelis:

Thank you for your recent letter inviting us to outline our assessment of intergenerational potential.

The interaction of older adults with individuals and direct service staff at several of our State-operated facilities tends to raise the level of sensitivity and reinforce the notion that regardless of age and the presence of debilitating conditions, the values of caring and providing meaningful experiences can go a long way toward improving the quality of life for all concerned. The continued involvement of older adults (as volunteers and foster grandparents) with residents of our State facilities demonstrates the significance of people enriching the lives of each other. The time and effort expended by these individuals is appreciated.

Please feel free to use this information in your upcoming meetings.

If we can be of any further service to you, please contact us.

Sincerely,

William K. Murphy
Acting Director

wKM/PA/m

AARP

Dr. William C. Westberg
State Director - Illinois
706 West Cherry Street
Carbondale, IL 62901
(618) 457-8290

January 15, 1990

Jane Angelis, Director
Illinois Intergenerational Initiative
Southern Illinois University at Carbondale
Carbondale, IL 62901

Dear Dr. Angelis:

As State Director of the American Association of Retired Persons, I endorse and support the Circle of Helping meetings to be held this Spring. Older adults being extensive life experiences and leadership to serve all generations. Like Frank Ertl's pen pal program in Homewood, members of AARP have been instigators and participants of impressive intergenerational programs throughout Illinois.

We look forward to involvement with this initiative.

Sincerely,

William C. Westberg

William Westberg, State Director

American Association of Retired Persons 1909 K Street, N.W., Washington, D.C. 20049 (202) 872-4700

Illinois Department of Rehabilitation Services

James R. Thompson
Governor

Phil Bradley
Director

July 2, 1990

Jane Angelis, Director
Illinois Intergenerational Initiative
Southern Illinois University
Carbondale, Illinois 62901-4305

Dear Ms. Angelis:

This Department administers programs and provides services for youngsters and oldsters so I find the concept of intergenerational programs one which we would like to explore and support.

We do have a program in Chicago at our Illinois Children's School and Rehabilitation Center where Foster Grandparents come into the school and help our severely disabled students and it is mutually rewarding and gratifying for all involved. The idea of helping relationships between young and old promotes the extended family concept which is so lacking for so many of our clients at both ends of the age spectrum.

Good luck on your project and I hope that your Initiative and my Department become copartners for the future.

Sincerely,

Philip C. Bradley
Director

623 East Adams / P.O. Box 19429 / Springfield, Illinois 62794-9429 ● 217/782-2097(voice) ● 217/785-4754(TDD) ● 217/789-9793(FAX)
100 West Randolph, Suite 6-101 / Chicago, Illinois 60601 ● 312/814-2474(voice) ● 312/814-3467(TDD) ● 312/814-2433(FAX)

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Appendix C: A Circle of Helping Planning Committees

A special note of appreciation is extended to those who had a role in planning the regional conferences including the regional coordinators, planning committee members, and cosponsors. Congratulations on a job well done!

Regional Coordinators

Robert Hawkins-SIUC
Joyce Crouse-EIU
Kathy Cook-SIUC
Barbara Wallace-ISU
Kenneth Ferraro, Dir.-NIU
Frank Sorenson, Dir.-WIU
Debbie Walton-SIUC
Michelle Howard-Vital, CSU

Regional Planning Committee

Southern Illinois University at Carbondale

Kathy Cook
Don Paige
Neil Dillard
Cheryl Walton
Joanne Chezem
Vivian Ugent
Gary Hartlieb
Terry Halloran
Deborah Walton
Mary Simon

Southern Illinois University at Edwardsville

Dr. Robert Hawkins
Dr. Laronna Morris
Harland Scheibal
Jerri Casson
Chris Kessler
Shari Marshall
Bob Bresnahan
Connie Robinette
Linda Bohnenstiehl
Joan Major
Reba Klenke
Mary Ann Wilhelm

Illinois State University

Dee Damkoehler
Marcia Escott
Pam Terry
Barbara Wallace
Therese Shepston
Michael O'Donnell

Northern Illinois University

Kenneth Ferraro
Sue Shields
JoAnn Skabo

Eastern Illinois University

Joyce Crouse
Marcy Kight
Rosemary Shephard
Martha Brown
Ken Sutton
Marilyn Morrow
Donald Boswell
Richard Hummel

Chicago State University

Clinton Bristow
Michelle Howard-Vital
Romi Lowe
Patricia Carter

Western Illinois University

Loretta Cristan
Linda Stickney-Taylor
Steve Pastorelli
Duane Taylor
Bettye Thompson
Patricia Brady
Carla Gosney
Jack Pickard
Judy Lane
Nancy Jameson
Robert Baumann
Lois Ganyard
Anne Fagerlie
Louise Crede
William Hope
Sandra Parker
Donna Anderson

Regional Cosponsors

Southern Illinois University at Carbondale

Phi Delta Kappa
American Red Cross
City of Carbondale
Rainbow's End Pereschool, SIU
University Programming Office
Murphysboro Unit School District #186
Office of Student Development
Annuitant's Association of SIU
Egyptian Area on Aging
SIU Mentoring Program
Economic & Reg. Development

Southern Illinois University at Edwardsville

SIUE Gerontology Dept.
Sigma Phi Omega
Continuing Education, SIUE
Illinois Principals Assoc.- Reg. 5

Eastern Illinois University

Regional Superintendent of Clark, Coles, Cumberland, Edgar, Moultrie & Shelby Counties.
Regional Superintendent of Macon County.
Regional Superintendent of Bond, Effingham & Fayette Counties.
Regional Superintendent of Chamnpaign & Ford Counties.
Regional Superintendent of Clay, Jasper, and Richland Counties.

Northern Illinois University

Am. Assoc. of Retired Persons
Children's Learning Center
DeKalb County Nursing Home
Family Service Agency
Hauser-Ross Eye Institute
Kishwaukee College
Northern Illinois Senior Olympics
Voluntary Action Center
Northwestern Illinois Area Agency on Aging
Barb City Manor
DeKalb County Coop. Ext. Service
DeKalb Senior Center
Feeding Our Older Dekalb (Food)
Youth Service Bureau
Meals on Wheels
Northern Illinois University

Illinois State University

Metcalf Elementary School PTA
ISU College of Continuing Education and Public Service
Bloomington Camera Craft, Inc.

Chicago State University

American Association of Retired Persons
College of Business and Administration for Chicago State University
Chicago Department on Aging and Disabilities
Developing Communities Project
Office of Continuing Education and Non-Traditional Programs

Appendix D: Circle of Helping Participants

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IL State Univ.
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Velma Coll
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Housing Authority
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Appendix E: Agendas for Each Circle of Helping Meeting

Southern Illinois University at Edwardsville

CIRCLE OF HELPING
REGIONAL INTERGENERATIONAL CONFERENCE
FEBRUARY 26, 1990

9:00 - 9:30		Welcome - Dr. Robert Hawkins ..... Hickory Room Keynote Speaker Congressman Jerry Costello
9:30 - 10:15		Dr. Arlene Talch ..... Hickory Room Lindenwood College Intergenerational Programming: A Personal Perspective
10:15 - 10:30		Break
10:30 - 11:30		Model Programs
	I.	Gilson Brown Elementary .....Redbud Room Introducer: Mr. Harland Scheibal Presenter: Mr. Jerry Montague
	II.	Maryville Elementary ..... Dogwood Room Introducer: Dr. Shari Marshall Presenters: Mrs. Barbara Leardi, Mrs. Bertha Nicol
	III.	Flynn Elementary ..... Hickory Room Introducer: Mr. Bob Bresnahan Presenter: Mrs. Julia Goldstein
	IV.	R.S.V.P. .....Maple Room Introducer: Mrs. Jerri Casson Presenter: Mrs. Joan Major, Jim Levy
11:30 - 1:00		Lunch .....Oak/Hackberry Room Intergenerational Performance Collinsville District #10 Mrs. Linda Bohnenstiehl Mrs. Mary Hartman
1:00 - 2:00		Models repeated
2:00 - 2:15		Break
2:15 - 3:15		Building Your Own Models: A Time For Sharing ..... Hickory Room Dr. Shari Marshall
3:15 - 3:30		Getting It Together..... Hickory Room Dr. Robert Hawkins

A CIRCLE OF HELPING

Saturday, March 5, 1988
Southern Illinois University at Carbondale

9:00A	Welcome	Dr. Charles Klasek Associate Vice President for Academic Affairs and Research SIUC
9:15A	Keynote Address	Carol H. Tice, Coordinator Teaching-Learning-Communities Ann Arbor, Michigan
10:15A	BREAK	
10:30A	Panel Discussion	Vivian Ugent, Moderator American Red Cross
	Model Programs for Preschool	Cheryl Walton Rainbow's End Preschool
	Model Programs for Public Schools	Dee Miller Murphysboro Unit School District #186
	Model Programs for Colleges and Universities	Donald Lockhart SIUC Student Coordinator for Leadership and Volunteer Effort
	Model Program for Community Involvement	Roger Beyler Volunteer SIUC Mentoring Program
12:00N	LUNCH - OLD MAIN ROOM	
1:00P	Afternoon Sessions	
	Needs Assessment	Dr. Paul Denise Community Development SIUC
	Planning and Implementation	Brenda Stewart Benton High School
	Volunteer Management	Debbie Moore United Way
	Public Relations	Hugh Muldoon, Coordinator The Literacy Connection John A. Logan College Carterville, Illinois
1:50P	Afternoon Sessions	
	Needs Assessment	Dr. Paul Denise Community Development SIUC
	Planning and Implementation	Brenda Stewart Benton High School
	Volunteer Management	Debbie Moore United Way
	Public Relations	Hugh Muldoon, Coordinator The Literacy Connection John A. Logan College Carterville, Illinois
2:40P	WRAP UP AND CLOSING	

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Illinois State University--Normal

Circle of Helping
Intergenerational Symposium
March 28, 1990

Program Schedule

3:00 - 3:10 p.m.	Registration check-in and refreshments
3:10 - 3:20 p.m.	Welcome -- Dr. Barbara Wallace, Program Coordinator, Health Sciences and Gerontological Services, College of Continuing Education and Public Service, I.S.U.
	Greetings -- Dr. Calvin Stockman, Dean of the College of Continuing Education and Public Service, I.S.U.
3:20 - 3:45 p.m.	"Uniting the Generations" Jan Costello, Chief of Public Information and Advocacy, Illinois Department on Aging
3:45 - 4:15 p.m.	Showing of Intergenerational film "One to One" and brief discussion led by Michael O'Donnell, East Central Illinois Area Agency on Aging
4:15 - 4:35 p.m.	Resource Mart/Exchange (directory of local/regional services, curriculum ideas for teachers, how to develop intergenerational programs) overview by Therese Shepston, Metcalf Elementary School, I.S.U.
	Refreshment Break
4:35 - 5:05 p.m.	Panel discussion "Sharing What Works" Barbara Wallace, Moderator

Three "model intergenerational" programs will be presented.

Terri Montesano
YWCA Senior Services of McLean County
Brenda Nardi
Mulberry School, Bloomington
Dot Van Deventer
YWCA Swim Program, Bloomington

5:05 - 5:20 p.m.	"I'll Love You Forever" Slide/tape presentation by Dee Damkoehler, Metcalf Elementary School, I.S.U.
5:20 - 5:35 p.m.	Where do we go from here? "Putting It All Together" Pam Terry, BroMenn/I.S.U. Center on Aging
5:35 - 5:45 p.m.	Survey/Evaluation/Closing

Northern Illinois University
Holmes Student Center
DeKalb, Illinois

Intergenerational Helping:
A Two Way Street

April 6, 1990

8:45 Registration and Refreshments

9:15 Plenary Session - Heritage Room
Welcome and Introductions, Dr. Kenneth Ferraro - Convener
Northern Illinois University
Mary Stamsted, Executive Director, RSVP, Dane County
Commentators:
Eric Smith, Wisconsin Department of Public Education
Allen Paese, Principal, Lundberg Elementary School

10:00 Break

10:15 Focus Groups
Conference participants may choose from the following small groups

I. Elementary School and Youth Interactions
Convener: Tom Zucker, Program Director, Dekalb Senior Center
Facilitator: Allen Pease, Lundberg Elementary School

II. Religious-Based Initiatives
Convener: Sue Shields, Community Education Coordinator, Kishwaukee College
Facilitator: Wendell Phipps, Pastor, Broadview Academy; LaFox, Il

III. Service Agency Initiatives
Convener: Jo Ann Skabo, Extension Advisor, Home Economics
DeKalb County Cooperative Extension Office, University of Illinois
Facilitators: Nancy Teboda, Children's Learning Center, DeKalb
Ellen Tyne, Barb City Manor, deKalb

IV. Community Education Programs
Convener: Donna Politsch, Director of Volunteer Services,
Hauser-Ross Eye Institute, DeKalb
Facilitator: Eric Smith, Wisconsin Department of Public Instruction

10:55 Merging of Focus Groups - Heritage Room

1:00 Showcase of Model Programs

I. Barb City Manor - Averil Schreiber, Administrator
Children's Learning Center - Lynne Switzky, Executive Director

II. Illinois Youth Center/Surrogate Parent Program
Margie Groot, Alice Zoda and John Kotaska - Surrogate Parent Program

III. DeKalb High School - Barb Westerland, Special education Teacher

IV. Northern Illinois Senior Olympics - Jeanete Heinisch
Coordinator, College of Continuing Education, NIU

2:00 Break

2:15 "Putting it all together" - Mary Stamsted

Eastern Illinois University

Intergenerational Programming

Hand in Hand: The Young and The Old

April 17,1990

4:30 p.m. **Welcome**
Barbara Hill, Dean, college of Applied Sciences

4:40 p.m. **Orientation to Intergenerational Programming**
Joyce Crouse, Coordinator, M.A. in Gerontology

5:15 p.m. **Older Volunteers as an Important Resource in Educational Programs**
Moderator: Richard Hummel Ph.D.
Liability and Legal Concerns
Rose Mary Shepherd, Regional Superintendent
Facilitating the Use of Older Volunteers in School Programs
Dee Braden, Executive Director, Coles County Council of Aging
Making in Work in Your School
Joe Bock, Principal, Carl Sandburg School, Community District #1
Satisfactions and Challenges of Being a Volunteer
Elsie Leipholz, Volunteer, 4th grade class, Carl Sandburg School

6:30 p.m. **Banquet**

7:15 p.m. Small Discussion Groups

Incorporating Older Persons in Your Program
Janet Hale, Retired Senior Volunteer Program, Decatur
Training the Volunteers
Debra Foertsch, Carrie Busey School, Champaign
Ways to Initiate Intergenerational Programming into Your Community
Eloise Carrell, Newton Community High School, Newton
Out of School Intergenerational Activities and Options
Marilyn Morrow, Eastern Illinois University

8:00 p.m. **Sharing Our Ideas**
Facilitator: Martha Brown, Associate Dean, College of Applied Sciences

INTERGENERATIONAL
CONFERENCE

PROGRAM

Chicago State University

8:30 - 8:55	Registration & Refreshments (pick up literature)
8:55 - 9:00	Greetings Dr. Michelle R. Howard-Vital
	Moderator Dr. Joan Hill
9:00 - 9:05	Welcoming Dr. Harold Delaney Acting President, Chicago State University
9:05 - 9:30	Keynote Address Senator Richard Newhouse
9:30 - 10:30	Model Intergenerational Programs Ms. Jaci Daniels, Vice Principal, Gavin Elementary School
	Mr. Michael Murphy, Director, Charlie Murdough Foundation
	Ms. Helene Block, Oakton Community College
10:30 - 10:45	Break (pick up literature)
10:45 - 11:15	Dr. Ann Gale, Coordinator, Intergenerational Program, Department on Aging and Disability
11:30 - 12:15	Closing Presentation: Ms. Carole Aston, AARP
	Acknowledgements Evaluation Forms
12:15 - 12:30	Entertainment, Ms. Anita Green
12:30 - until	networking, idea exchange

A Circle of Helping
Western Illinois University Union
Macomb, Illinois
April 20, 1990

9:00 - 9:45 A.M. **Registration & Coffee** Sandburg Lounge

9:00 a.m. - 10:30 a.m. **General Session** Sandburg
"Intergenerational Focus" - Loretta Kristian, Western Illinois University, Macomb
10:30 a.m. - 11:00 a.m. **Break** Sandburg Lounge

11:00 a.m. - 12:00 noon **Concurrent Sessions** Fox

A 1 **"The Grant School Grandma Reader program"**
Norma Shane - Grant Elementary School, Macomb

"The Lincoln School Pen Pals Program"
Gary Dunham - Lincoln Elementary School, Macomb

"The St. Paul's Student friend Program"
Sandi Mortier - St. Paul's Elementary School, Macomb

A 2 **"How the Sheridan Intergenerational Day Care Center Works"** Algonquin
Susan Johnson - Sheridan Intergenerational Day Home

A 3 **"The Illinois Educational Advocate/Surrogate Parent Program"** - Sherry Colegrove - Educational Service Center #11 DuSable

12:00 - 1:30 p.m. **Luncheon** Lamoine Room
Spoon River Singing Seniors - Ruth Parks
McDonough Youth Sing - Jan Lucie

1:30 - 1:45 p.m. **Networking**

1:45 - 2:45 p.m. **Concurrent Sessions** Fox

B1 **"Adopt a Grandparent Program" &**
"The Quincy RSVP/Chaddock School 'Carryout Caravan' Grocery Shopping Assistance Program"
Carla Gosney - Adams County RSVP
Jennifer Seydel - Chaddock School

B2 **"Finding, Recruiting & Retaining Volunteers"** Chicago
Patricia Burnette - Prarie Council on Aging

B3 **"The Carthage Pen Pals Program"** DuSable
Stephanie Watson - Handcock Nursing Home
Maria Wildrick - Carthage Elementary School

"The Harrington School INTOUCH Day Care Center 'Our Friend' Program"
Donna Nelson - Harrington Creative Childhood Center, Galesburg
Karen Oats - INTOUCH Day Care Center for Older Adults, Galesburg

B4 **"Resource Development to Fund Programs"** Algonquin
Molly Mannino - Weatern Illinois Area Agency on Aging

2:45 - 3:15 p.m. **Closing Session** Fox